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ABSTRACT

The stringent economic circumstances in which the whole education service operated during the reporting year dominated the policy direction and actions of the Council, which views the financial restrictions as a challenge that educational technology can help to meet. Included in this annual report are: (1) a review of the year's activities; (2) a Council statement on educational technology in a time of economic stringency; (3) financial reports; (4) membership of the Council and its committees, work groups, and staff; and (5) a register of participating organizations. Appendices contain the report of a conference on Open Learning Systems for Mature Students; the Council response to the report of the Committee on Continuing Education of the Open University; a summary of oral evidence given to the Annan Committee on the Future of Broadcasting; and comments on the White Paper "Our Changing Democracy: Devolution to Scotland and Wales." (Author/STS)

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ANNUAL REPORT

for the year October 1975 – September 1976

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COUNCIL FOR EDUCATIONAL TECHNOLOGY FOR THE UNITED KINGDOM

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INTRODUCTION

The stringent economic circumstances in which the whole education service is now operating have dominated the policy direction and actions of the Council in the year under review. But the Council's response has been optimistic and constructive, seeing the financial restrictions as a challenge which educational technology can help to meet, rather than as a cause for pessimism and retrenchment. The Council issued a statement, *Educational Technology in a Time of Economic Stringency*, in March 1976 in which it set out its view of the part educational technology can play in alleviating some of the more damaging effects of financial cut-backs. It also offered advice to the government, local authorities, and teachers' associations on the steps which they might take in applying educational technology to mitigate the effects of the present crisis. (The text of the Council's statement is reprinted in Section II of this report.)

In the light of the policy guidelines set by the Council in July 1975, both the major operating committees of the Council carried out a reappraisal of their programmes during the year.

The Sector Requirements Committee decided that taking the problems raised by the Council's programme to its participating bodies was too one-sided. More effort is now being made to encourage the participating bodies to identify the educational problems of their own sectors in their own terms, so that the Council can draw upon their specialist knowledge when devising its development programme. Special sector conferences are being arranged to start this exchange of information about needs.

The Steering Committee for Innovation and Development carried out a full reappraisal of its programme of work in the light of the Council's decision that effort should be concentrated into the three areas of

(a) securing an understanding by policy-makers of the value of the planned application of educational technology

(b) ensuring the availability of training in the theory and practice of educational technology to both new and serving teachers at all levels

(c) developing and promoting effective organization and management of learning resources.

Within these three main areas of activity, the Steering Committee specified in greater detail the priorities within the existing programme for its own working parties, and new areas to be opened up in 1977-78. A summary of these follows.

Policy-makers. The current series of seminars for senior policy-makers will be extended to cover other specific interest groups. Existing work on supporting continuous development and small-scale innovation needs to be supplemented by the promotion of major innovations in learning systems made possible by educational technology. As a first step towards this, guidance will be provided for policy-makers, based on surveys of significant innovations in the United Kingdom and abroad and supported by costings and assessments of benefits.

Training. While training support will continue for the time being to concentrate on the school sector, extension of the activity into further education will be the next step. Efforts will also be made to ensure that every teacher has access to a continuous and progressive programme of training in educational technology throughout his career. The Council will

therefore seek full involvement in national and regional planning for this.

The promotion, coordination and assistance of work directed towards the improvement of teaching methods, especially on the border between research and development, will need particular consideration.

Learning resources. Present activity on giving guidance on the organization and coordination of educational technology services in local education authorities will probably lead to a need to promote wider regional cooperation in the provision of services.

An urgent need is developing to support those responsible for advising on the organization and management of learning resources at the level of the individual institution. A lead should be taken in encouraging the development of a range of information services at regional and local levels to help all sectors of education and training to make effective use of the national data base which is now to be provided by the British Library.

Financial restrictions underline the importance of ensuring that all teachers and students have access to the great range of learning resources already produced, whether commercially, by broadcasters, or within the education system. A detailed examination of the problem is called for. More effective mechanisms are needed for ensuring that the learning resources being produced are planned and used as effectively as possible to meet expressed educational needs.

The Steering Committee also reviewed its structure of working parties after the initial two-year period of operation. It was decided that the structure was working well and should continue for the time being.

A major new initiative during the year was the Council's decision to take the lead in organizing a national invitation conference on open learning systems. Such systems offer particular opportunities for the effective use of educational technology, and, encouraged by the guidance received from the conference (see Appendix A) the Council has set up a working group to advise on the necessary investigations and experiments.

The year under review was the first full year in which the Council and its staff had occupied its new offices in Devonshire Street. The accommodation has proved well-suited to the needs of staff and committees, and has also proved to be economical to run, enabling minor savings to be made in service costs.

The Council has now had three years, since its inception in October 1973, in which it has developed its programme in terms of what is economically viable in difficult times. In all its discussions, however, it is conscious that so far it has only been able to tackle some of the range of tasks that need to be done. There is still plenty of work not yet begun.

CHAIRMAN'S COMMENT

This report marks the end of the first three years of the Council's work. During that time, much has been done. The Council inherited many good things from the former National Council but it has steadily established its own identity, helped by a move to its new headquarters. Even a quick glance at the manifold activities briefly described in this report, reveals

the involvement of many beyond the ranks of the Council and its main Committees. We are grateful to all who have so willingly accepted our invitation to help and have thus added immeasurably to the quality of our thinking and of our publications. To the Council and its Committees (and particularly to their Chairmen) I am personally indebted for their sustained interest, their effective contribution, their good-humoured cooperation, and, not least, their time given from already busy lives. To the Director and his staff we owe our thanks for their zeal, their admirable work and their complete devotion to the aims of the Council and the means of achieving them.

John Hill *(Chairman)*

I REVIEW OF THE YEAR'S ACTIVITIES

I.1 COUNCIL

The full Council has met twice in the year, in December 1975 and July 1976. At the December meeting the Council debated the applications of educational technology in the prevailing economic climate and subsequently approved for publication a statement entitled *Educational Technology in a Time of Economic Stringency* (see Section II).

At the July meeting the Council discussed educational technology and its relationship to the most effective use of teaching staff, but decided against issuing a statement as the subject had already been sufficiently covered in the earlier document.

The Council heard with deep regret of the death in May 1976 of Professor John Jepson and expressed its sympathy to the Committee of Vice-Chancellors and Principals on the loss of a wise and experienced member.

The term of service of 16 members of Council came to an end in October 1975. 15 were offered reappointment, which 14 accepted and one declined for reasons of health. A new member was appointed to the remaining seat.

Mr G M A Harrison (Incorporated Association of Assistant Masters) resigned through pressure of work and was replaced by Mr P J Lee. Mr D L Davies (National Association of Schoolmasters/Union of Women Teachers) replaced Mr G McDonald.
Mr A G Millar resigned for reasons of health and was replaced by Mr J Forrester; Mr A I MacNab replaced Dr D J Docherty (Schools and Further Education, Scotland). Miss G P Watts (nominated by Secretaries of State) resigned on her marriage.

In the New Years Honours List published in January 1976, the Chairman of the Council, Mr F J Hill, was created a Commander of the Order of the British Empire. The same honour was conferred on Dr E W H Briault in the Queen's Birthday Honours List in June 1976. Dr Briault, besides being a member of Council and Executive Committee, is Chairman of the Steering Committee for Innovation and Development and of Working Party A.

In Section IV, the full Council membership is given. Names of the Council's Assessors are listed once only. They are, however, entitled to attend meetings of all other committees and working groups where their contributions are highly valued.

1.2 EXECUTIVE COMMITTEE

The Executive Committee met six times during the year. Its membership for 1975-76 is given in Section IV.

The Council has delegated to the Committee power to exercise control over the financial and day-to-day management of the Council's affairs.

Financial control

One of the recommendations contained in the report of Messrs Thornton Baker Associates was to delegate to the Steering Committee for Innovation and Development the responsibility for authorization of expenditure below £3000 on specific activities. This delegation of responsibility has been extended to the Sector Requirements Committee and the Publications and Information Advisory Committee.

Evidence to Committees of Inquiry

A delegation from the Council (Dr Briault, Mr Embling, Mr Webster, Mr Hubbard and Mr Gilbert) gave oral evidence to the Education Group of Lord Annan's

I
REVIEW OF THE YEAR'S ACTIVITIES

Committee on the Future of Broadcasting in December 1975. A summary of this evidence is given in Appendix C.

The Committee on Continuing Education of the Open University (Chairman: Sir Peter Venables) issued an Interim Report in January 1976. The Council responded to a call for comments on this, and expects to do the same to the final report of the Committee when it appears at the end of 1976. The text of the Council's response is given in Appendix B.

Although not originally called upon to comment on the White Paper, 'Our Changing Democracy: Devolution to Scotland and Wales' (Cmnd 6348), the Executive Committee decided that it was incumbent upon the Council to make its views known to the Government. With the approval of the Executive Committee, a letter from the Chairman was sent to the Permanent Secretary at the Department of Education and Science. A copy of this is given in Appendix D.

Open learning systems

Following the decision of the Department of Education and Science to convene a conference to discuss the education and training needs of 16 to 19-year-olds, the Council decided to concentrate its activity in the open learning systems field on the needs of the mature, motivated adult. A meeting of invited participants was held in April 1976 and responsibility for the activity was thereafter lodged with Working Party A (see Section I.4). A report of this conference forms Appendix A.

Budget Review Sub-Committee

The Budget Review Sub-Committee met in September 1976 to consider in detail the budget proposals for the year 1977-78. Subsequent to their discussion, a budget summary was put to the Executive

Committee, approved, and sent to the Department of Education and Science.

I.3 SECTOR REQUIREMENTS COMMITTEE

The Sector Requirements Committee met twice during the year and the material for one additional agenda was considered by post. The current membership is given in Section IV.

Register of Participating Bodies

The first Register of Participating Bodies was circulated in November 1975. It lists three national bodies, 24 organizations nominating members to the Council, and 59 organizations which applied for registration as participating bodies. During the year three more organizations have been accepted for registration.

Educational technology in training for employment

The British Association for Commercial and Industrial Education undertook to carry out, on behalf of the Council and the Training Services Agency, an investigation into information sources on educational technology in training for employment. The report of this investigation will be presented to the Sector Requirements Committee in the autumn of 1976.

First Conference of Participating Bodies

The first Conference of Participating Bodies was held at the London Business School on 31 March 1976, and was attended by 73 people, 47 of these being representatives of participating bodies (almost 80% of the total register). The Council's policy and programme were presented and discussed, and the comments of participants on various aspects of the programme were noted and subsequently passed to the Executive Committee.

Discussion sessions were arranged for each of the four sectors, and it was apparent that members welcomed this opportunity to discuss educational technology problems on a sector basis.

Needs of all sectors for support staff

The officers' analysis of the preliminary information provided by participating bodies has been discussed at special meetings of the primary, secondary, furthur and higher education sectors. (The Sector Requirements Committee decided not to proceed with this investigation in the adult education and training for employment sectors.)

As a result of these discussions, a working group was established to advise and assist the Council in the next stage of the investigation and especially to prepare the terms of reference for a function analysis which is to be undertaken under contract by the armed services. The working group will meet early in the autumn of 1976 and the function analysis is to be completed by the end of 1976.

Programme of sector meetings

In order to encourage participating bodies to take a more active role in advising the Council of their needs, a series of conferences is planned to take place, starting late in the autumn of 1976.

I.4 STEERING COMMITTEE FOR INNOVATION AND DEVELOPMENT

The Committee met three times during the year. Current membership is given in Section IV. Three working parties are responsible for the detailed work on the development programme, and reports on the activities in the programme are given below according to the working party that is responsible.

In addition to normal working party meetings, Working Parties B and C met together for special discussions on the improvement of educational technology support services in local education authorities (reported further under Working Party C).

Membership of the working parties, which include many members co-opted for the benefit of their specialist knowledge, is also given in Section IV.

Working Party A: *Educational Policy-Making, Administration and Management*

Seminars for senior policy-makers

Seminars held this year at Chichester, Leeds, Birmingham, Belfast, Bury St Edmunds, Edinburgh and Preston were well attended by chairmen of education committees and chief education officers. Following the original objective of creating an awareness of the applications of educational technology, the seminars appear to have been successful in drawing attention to the usefulness of educational technology in a time of economic austerity and also to the timeliness of the Council's current innovation and development programme. This series of seminars was due to end in March 1977, but the Working Party approved proposals for its extension into 1978 for senior policymakers in other sectors of education and training.

Case studies

A detailed study of a major innovation in resource-based learning at Dundee College of Education has continued. The Council will consider publication of the descriptive and illustrative materials during autumn 1976. The Working Party is sharing with the Scottish Council for Educational Technology the cost of producing a film which will examine practical problems and show the day-to-day working of the College.

Cost analysis

Financial analyses of projects are needed to help senior policy-makers make informed choices from alternatives open to them. A consultant has therefore been commissioned to make a study of a methodology generally suitable for costing applications of educational technology. In order to test the methodology the Working Party has arranged for a number of costings of specific applications to be carried out, some directly by the consultant and others by the institutions concerned under his guidance.
guidance.

Guidelines for headteachers' courses

With the assistance of a representative group of headteachers, guidelines have been drafted for organizers of courses in the management of education for headteachers and potential heads. The guidelines suggest how a consideration of management aspects of educational technology can be integrated with such courses. Trials of the materials are being planned, before general dissemination.

Open learning systems

In April the Council held an invitation conference of the bodies interested in the development of open learning systems for mature students wishing to follow courses at non-degree level. The opening address was given by the Minister of State at the Department of Education and Science. The need for open learning systems, the ways in which they might operate and the problems that had to be overcome before they could be established were all discussed. The Council was seen to have a positive role to play in future developments. A study group was therefore established by the Working Party to examine the problems and possibilities in detail, with the assistance of an investigator seconded by a local education authority. (See Appendix A.)

The Working Party is collaborating with the Technician Education Council and the Post Office Training Division in the experimental development of an open course in telecommunications engineering that will use the facilities of the further education sector. Opportunities for other experiments are being sought.

Getting ready for work

The Council also participated in a conference, organized by the Department of Education and Science, on educating 16 to 19-year-olds for the transition from school to work. A memorandum on the contribution that educational technology might make was subsequently submitted to the Secretary of State for Education and Science and to the Training Services Agency. The Council hopes to participate in future developments.

Working Party B: *Training, Advice and Consultancy*

The Council's major concern in its training support activity is to ensure that adequate provision is made for training in the theory and practice of educational technology in both the initial and in-service education of teachers and trainers.

Colleges of Education

The funding of the Colleges of Education Learning Programmes Project, started by the National Council for Educational Technology in 1972, came to an end in March 1976. Before its termination the project coordinator carried out some major activities including a series of workshop conferences, meetings with college liaison officers and the encouragement of materials development. Training for college liaison officers in educational consultancy was provided. A second edition of the CELPIS catalogue of audio-visual materials produced in colleges and departments of education and teachers' centres was prepared. It contains nearly 1000 items. The *ETTET Newsletter*

and a *Survey of Educational Technology and the Provision of Learning Resources in Teacher Education* were also published. The Project encouraged the development of regional group activities connected with regional resource provision. A working party convened by the project coordinator prepared an advisory document on the potential use of learning materials in the in-service education of teachers.

Although the CELP Project itself has ended, its main elements are being incorporated into the overall development programme, mainly in the training support activity. The Council will maintain contact with those who are responsible for the professional training of teachers and is setting up a series of consultations with directors of professional studies. A discussion document is being produced in the form of a guideline for educational technology tutors preparing their courses.

Early childhood education

The Primary Extension Programme, funded by the Bernard van Leer Foundation to develop new approaches to the education of disadvantaged young children, ended in August 1976. A selection of materials produced in the first phase of the Programme has been published as 'Pattern Packs' for use in training teachers concerned with primary school education.

The Council has considered it important to continue the main elements of the Programme and is, therefore, making provision in its training support activity for an information 'clearing house', designed to provide a focal point for the network of PEP teacher/leaders; a continuation of the annual course recall for PEP

teacher/leaders; continued consultancy services for a further year (the PEP programme coordinator is to continue under the auspices of the Council until August 1977); and the transfer of the training activity to those responsible for in-service training. Training materials are currently being prepared which will encapsulate the ideas and techniques of PEP.

Educational technology and the lea advisory staff

The Council believes it is increasingly important to establish and maintain contact with advisory staff. A part-time officer has been appointed from the staff of a local education authority to plan a series of consultative conferences with chief and senior local education authority advisers, and subsequently with course organizers who have responsibility for the in-service training of teachers.

Long courses in educational technology

A third meeting of the directors of major courses in educational technology was held in February 1976. The second edition of the directory of courses, *Qualifications in Educational Technology*, appeared in April 1976.

Further education staff development

Present re-organization of many further education courses provides an opportunity to introduce a greater element of educational technology into the planning and teaching of such courses. The part-time services of an organizer have been secured for a series of local and regional workshops for further education tutors on the application of educational technology to their courses. The programme is being carried out in close collaboration with the four colleges of education (technical), and with the full knowledge of the Technician Education Council.

City and Guilds of London Institute

The Council is collaborating in the preparation of materials for a new educational technology certificate being offered by the Institute.

Discussion documents

Within the training support activity, other discussion documents are in hand to give guidance on the application of educational technology to different categories of personnel responsible for training. These include a document for principals of colleges of education; a document for use in staff development courses in higher and further education; a document for headteachers responsible for the in-service training of their own staff; and a document for wider discussion illustrating various 'models' of educational technology.

Research in educational technology

Two surveys have been commissioned of the kinds of research that are of interest and value to innovators in the design and installation of learning systems. It is hoped that the findings will guide the Working Party in advising the Council on policy in relation to research in educational technology.

Study Group on Non-Book Materials in Librarianship Education

The Study Group has a special concern to assist the development of the librarianship of non-book materials, both in the initial and in-service training of librarians. The following activities have been included in its work during the year.

Three course guides to assist lecturers in library schools to plan courses are being prepared. The topics will be the general appreciation of the librarianship of the new media, specialist studies in non-book librarianship and studies in relation to the post-experience field. The guides are being prepared in collaboration with library school staff.

In collaboration with the Library Association and Aslib, plans are well in hand for a seminar for senior policy-makers in the field of librarianship on 'Developments in the Organization and Availability of Non-Book Materials'.

The programme of seminars with Library Association branches has continued. These, for librarians in service, are on new media, their role, handling and use. Under the auspices of the Council, a research assistant at the College of Librarianship Wales has been appointed to look into the possible re-presentation of non-book materials produced by schools of librarianship for use both by other library schools and on in-service training courses. The pilot scheme is to run for six months from October 1976.

A first *List of Lecturers and Consultants on Aspects of Non-Book Materials in Librarianship Education* was compiled and published.

Working Party C: *Resource Provision and Resource Management*

Continuing Mathematics Project

The five-year development phase of the Continuing Mathematics Project ended in August 1976. It was financed by the Schools Council, the Council for Educational Technology, the Department of Education and Science, and a number of major industrial concerns. During these five years the project has developed a flexible system of materials to assist students, in sixth forms and elsewhere, whose specialist studies do not include mathematics but who need to use mathematics in their studies. Fourteen units will be published by Longman on behalf of the Schools Council during 1976.

In September the Schools Council established a team which will concentrate on disseminating information about the materials and promoting their use.

Communications technology

The main work of the Communications Study Group (membership listed in Section IV) last year was the preparation of the Council's evidence to the Annan Committee on the Future of Broadcasting, whose report is still awaited.

The Group, now considering communications methods more generally, has set up two surveys. One covers new and developing communications systems, the other innovative applications of communications technology in education and training. The results will be used to explore with educationalists and trainers the future applications of communications technology.

Improvement of educational technology support services in local education authorities

As part of its concern that support services to schools should not suffer because of economic restraints, the Council is attempting to help chief education officers re-assess the organization of their services. In the first place, this assistance will consist of a package of materials designed to help a local education authority relate the needs of teachers to the provision of services and to suggest ways of improving the match between them for no significant extra expenditure. Although it should be possible for an authority to work from the materials without external assistance, consultants will be made available if they are required. Materials have been drafted and pilot testing has begun.

Guidelines for the production of select lists of learning materials

Teachers are helped in choosing learning materials by the existence of special lists of selected materials on a given subject or for some specified purpose. Some organizations, which are willing to give teachers *ad hoc* advice on the selection of learning materials, do not publish systematic lists. The Council is, therefore, preparing a guide book to encourage organizations which have such information available to publish lists, and to help them solve the practical problems they may encounter.

The adaptation of learning spaces

A working party (membership listed in Section IV) has been set up jointly with the National Committee for Audio-Visual Aids in Education to identify and document interesting examples of the adaptation of existing learning spaces to facilitate (a) the

flexible use of learning spaces, (b) the organization of learning resources, and (c) the production of learning materials. A preliminary survey of institutions is in progress.

Resource organization in primary schools

The Council is aware of the special problems of organizing learning resources in primary schools. It has accordingly set up a project in which fundamental questions will be asked about the resource needs of primary schools. The resulting publication will suggest solutions to problems by drawing on existing examples of good practice.

Microforms in schools

There are indications that microforms (microfilm and microfiche) have potentially a much wider range of application in education than the traditional library uses. This is probably due to the increasing versatility of the medium and its comparative cheapness. In order that teachers and educational administrators may begin to consider microforms as a possible solution to some of their problems, the Council, in cooperation with the National Reprographic Centre for Documentation, is producing a basic handbook giving (a) practical information about hardware, software and the economics of microforms, (b) brief case studies of current use, and (c) suggestions about potential use.

Resource provision in teacher education

A working party has been set up to consider the provision of resources and support services necessary for initial teacher education. So far it has attempted to establish a dialogue with institutions providing teacher education courses and to identify examples of good practice. It is hoped eventually to produce guidelines for standards of resource provision.

Local radio archives as learning resources

Local radio in its general service broadcasts produces many programmes that seem to be usable as materials for schools and colleges, especially in relation to the study of the local environment. The Council has set up an experiment in which selections from items broadcast by Radio Solent are recorded on cassettes and distributed on request to institutions within the reception area. It is hoped that the results of this experiment will indicate how useful such a service might be on a regular basis and whether the scheme might be transferable to other local radio areas.

Automation of information services and library procedures

The Council is beginning exploratory work on the potential contribution of automation in organizing learning materials and providing information services in education and training. An initial study has been commissioned. It is hoped that this will lead to a major programme of activities on the relative cost-effectiveness of automated and manual procedures.

Standing Conference of Area Resource Organizations

The Standing Conference of Area Resource Organizations was established under the aegis of the Council to provide a formal channel of communication between directors of major resource-providing organizations within the education service. The Conference met twice in the year; at Wakefield in October 1975 and in Bristol in March 1976. At the Bristol meeting, it was decided that an attempt should be made to extend the membership of the Standing Conference to include representatives from all local education authorities operating centralized resource-producing agencies. The present Chairman of the Conference (Mr D Last, Ely Resource and Technology Centre) has contacted local authorities on this subject.

A national cataloguing system for audio-visual materials

The joint study which was set up by the British Library and the Council resulted in a report (published as *Working Paper 12*) recommending that the British Library set up a two-year development project. The British Library accepted the report and has established the Media Recording Study in which a limited data base of catalogue records of audio-visual materials will be set up. This data base will be used to test the technical and organizational feasibility of providing an ongoing service.

Copyright

During the year the Council's Working Group on Copyright continued its dialogue with the Publishers Association and other relevant bodies in the search for arrangements which would allow educational institutions to make multiple copies of printed matter. A significant development was the decision by the Publishers Association to set up two special committees to study the needs of education and to report back with recommendations on how these needs could be met. The Working Group is maintaining close contact with both committees. A scheme negotiated with the Music Publishers Association which would permit printed music to be copied was submitted to the Incorporated Society of Musicians for comments.

Discussions are in progress with the BBC about the possibility of finding ways to permit the use by education and training of recordings of some of the general service output on radio and television.

A detailed guide to copyright and copyright clearance for teachers has been prepared for publication in the Council's 'Guidelines' series. In addition a self-instructional module on *Copyright and Contract* was prepared for Jordanhill College of Education and is now available for use by other institutions providing courses in educational

technology. The demand for lectures on copyright and for contributions to periodicals, catalogues, guides and encyclopaedias has grown considerably during the year and the Rights Development Officer continues to provide advice and information on a wide range of copyright matters.

Video-copying

On 1 January the Council introduced a one-year pilot video-copying service with the purpose of assessing whether a permanent facility would help overcome the difficulties faced by institutions in acquiring from other institutions copies of video programmes on formats suitable for their playback equipment.

Under the scheme four institutions of higher education agreed to become copying centres and to make, at a fixed rate, transfers from five common video formats and 16 mm film to Philips VCR, U-Matic and EIAJ Cartridge.

An evaluation of the usefulness of the service will be made shortly as a preliminary to deciding if, and in what way, it should be continued and extended.

Standards and Specifications

The User Specifications (USPECs), produced under the guidance of the Council's Working Party on Standards and Specifications (membership of which is given in Section IV) with the technical assistance of the Experimental Development Unit of the National Committee for Audio-Visual Aids in Education, are increasingly appreciated throughout education and training. They provide a useful and practical indication of the needs of the users of audio-visual equipment.

During the year two USPECs were revised (USPEC 3: Overhead Projectors, and USPEC 11: Pens and Inks for Use with Overhead Projector Transparencies) and

two new ones were produced (USPEC 14: Microform Readers, and USPEC 20: Frames for Overhead Projector Transparencies). Considerable progress has been made on the drafting of USPECs on marker-boards, headphones, video cassette recorders and playback units, and electronic calculators. Revision of some of the earlier USPECs is being undertaken.

A mechanism for the evaluation of equipment against USPECs is under consideration. Members of the Working Party continue to play an active part in the work of committees of the British Standards Institution and the International Electrotechnical Committee. A further meeting took place between the Council and manufacturers of equipment, at which the new Electrical Equipment (Safety) Regulations and the Health and Safety at Work Act and their implications for both industry and education were discussed.

I.5 PUBLICATIONS AND INFORMATION ADVISORY COMMITTEE

The newly constituted Publications and Information Advisory Committee met for the first time in October 1975 and then on two more occasions during the year. A fourth agenda was dealt with by correspondence.

Financial analysis of publishing programme

The Committee asked Council staff to prepare a full analysis of all costs and income from the publishing programme from May 1969 to September 1975. The figures demonstrated that over the whole of this period the Council's publishing activities have been virtually self-supporting.

Publishing programme

The Council has published during the year five new books, four sets of materials, and a number of free booklets.

Books

The School of the Future: some teachers' views of education in the year 2000
edited by Ian Lister
ISBN 0 902204-58-0 £1.50
Professor Ian Lister of the University of York selected from competition entries a cross-section of teachers' own opinions on how our schools' system may develop.

A Second List of Audio-Visual and Other Materials Made by Colleges and Departments of Education and Teachers' Centres
Colleges of Education Learning Programmes Information Service
ISBN 0 902204-62-9 £4.35
This catalogue adopts a new and more systematic presentation of information about materials produced within teacher-training institutions.

Working Paper 12
Audio-Visual Materials: a national cataloguing and information service
Olivia Fairfax, John Durham and Warwick Wilson
ISBN 0 902204-64-5 £1.50
With the agreement of the British Library the Council has published the report of the joint feasibility study described in the Annual Report for 1974-75 (p 23).

Seminar and Conference Report 2
Educational Technology in European Higher Education
edited by Duncan Harris
ISBN 0 902204-65-3 £2.90
This report of the Round Table Consultation held at

the Domaine Universitaire de Grenoble, 24-27 September 1974, was published by the Council on behalf of the International Film and Television Council.

Copyright and Contract
Geoffrey Crabb
ISBN 0 902204-68-8 £1.20
Originally prepared as a distant-learning course for the diploma in educational technology run by the Jordanhill College of Education, this student workbook provides detailed coverage of the present situation concerning the law of copyright and contract as it affects those working in educational resource centres.

Materials

The Council has also produced four sets of materials.

PEP Pattern Packs
Packs 1 and 2, £6 each; Packs 3 and 4, £5 each
These result from the first phase of the Primary Extension Programme (see Section I.4) and are intended for use by students and teachers in training.

Free publications

The Council has produced the following free publications in addition to a large range of information and publicity leaflets.

A List of Lecturers and Consultants on Aspects of Non-Book Materials in Librarianship Education

Educational Technology in a Time of Economic Stringency: a statement by the Council for Educational Technology (see Section II)

Qualifications in Educational Technology

Journal

The *British Journal of Educational Technology* continues under the editorship of C J Duncan of the University of Newcastle-upon-Tyne. It maintains an international circulation of 1500 copies. The first issue of Volume 7 was devoted to a specially collected group of papers from the Institute of Educational Technology at the Open University. This was the first occasion on which an issue of the *Journal* was given over to a single subject. The experiment was successful and further special issues are planned for the future.

Distribution

The *Journal* and the Council's books are distributed by Councils and Education Press Limited, and its audio-visual materials by the National Audio-Visual Aids Library. *PEP Pattern Packs* are produced and distributed by Educational Productions Limited.

Information activities

The major information activity during the year has been the creation of an agreed classification to serve as the framework for a Council information system about current applications of educational technology throughout education and training. The system as it develops will be used to provide information for Council staff, Council and Committee members, and outside inquirers. It will lead eventually to the provision of reading and reference lists and of packages of illustrative materials related to particular aspects of educational technology.

Press Relations. A press conference held in March on *Educational Technology in a Time of Economic Stringency* resulted in reasonable coverage in the national and local press.

Visitors and Inquiries. A short presentation on the Council and its work was made in November 1975 for 15 overseas students from the London University Institute of Education. Over 60 overseas and home visitors seeking information about the Council have been received during the year, and a large number of postal and telephone inquiries have also been handled by the information staff.

Mailings. The Council's general mailing list has been completely revised during the year and it is now possible to do selective mailings based on four sectors and five special interest areas.

A number of selective mailings from this list have already been made, and a general mailing of updated information leaflets and publications lists took place in September 1976. Four specialized bodies in the field of educational technology (Association for Programmed Learning and Educational Technology, British Universities Film Council, National Educational Closed-Circuit Television Association and Society for Academic Gaming and Simulation in Education and Training) each accepted the Council's invitation to enclose one of its own leaflets with the Council's material.

Exhibitions. The Council took an active part in the educational exhibition associated with the Caxton Quincentenary at Olympia. In addition to the Council's stand, on which there was a tape/slide presentation of the Council's work and tapes on various parts of its programme, a stand was also taken for the Colleges of Education Learning Programmes Project.

Publications were on sale in the commercial exhibition on a stand shared with the National Committee for Audio-Visual Aids in Education and

the Scottish Council for Educational Technology. The Council cooperated in the organization and paid half the cost of the educational exhibition. Attendance was disappointing, particularly in view of the excellence of the educational exhibit.

Small displays were mounted at the conferences of the Association for Programmed Learning and Educational Technology, the National Educational Closed-Circuit Television Association, the Society for Academic Gaming and Simulation in Education and Training and the Association for the Study of Medical Education, and at a number of seminars and conferences arranged by the Council itself.

Articles. Articles by the Director and other members of staff have appeared in a number of journals and periodicals during the year including the *British Journal of Educational Technology, The Times Educational Supplement, Audio-Visual Librarian, Visual Education, Tape Teacher, Training* and *Programmed Learning and Educational Technology.*

Conferences. The Council took an active part with the National Committee for Audio-Visual Aids in Education in the planning and organization of the successful conference which was held in association with the InterNAVEX section of the Caxton '76 exhibition.

Continued efforts have been made to ensure that the Council is represented at appropriate conferences and invitations to speak are valued highly. Events of this kind during the year have included the International Council for Educational Media conference in Glasgow, Association for Programmed Learning and Educational Technology conference in Dundee, the Department of

Education and Science conference on the 16 to 19-year-olds and conferences arranged by the London Regional Advisory Council for Further and Higher Education, Aslib (formerly the Association of Special Libraries and Information Bureaux), the British Association for Commercial and Industrial Education and the British Universities Film Council.

I.6 INTERNATIONAL ACTIVITIES

The exchange of information and experience with relevant national bodies in other countries, and participation when necessary in the work of international organizations, fall within the Council's terms of reference.

Many visitors from overseas approach the Council for advice, and this often provides opportunities for the useful exchange of ideas and information.

The Commonwealth Conference on Materials for Learning and Teaching was held in Wellington, New Zealand, from 22 September to 3 October 1975. The Chairman joined the British delegation to this Conference and found that the work of the Council was well known throughout the Commonwealth and much valued. He reported to the Executive Committee that he had been much impressed by the difficulties of some of the less-developed countries and by the ways in which low-level technology could be applied to their advantage.

The Council of Europe's European Documentation and Information System for Education (EUDISED) activities include the preparation of a pilot catalogue of audio-visual teaching materials reported by agencies in France, the Federal Republic of Germany, the Netherlands, Sweden and the United

Kingdom. Council staff have been responsible for the preparation of the catalogue, which is being computer-processed by the British Library and will be published by the Council of Europe later this year.

In October 1975, UNESCO invited the Council to send a consultant to the National Centre for Educational Technology in Hungary. The purpose of this mission was to help to prepare a scheme for the exchange of teaching materials. This scheme will be discussed at a seminar on 'The Alternative Strategies of the Implementation of Educational Technology' to be held in Budapest in October 1976, with representatives from Austria, Bulgaria, Czechoslovakia, Finland, the German Democratic Republic, Greece, Hungary, Poland, Romania, Yugoslavia and the Union of Soviet Socialist Republics.

In the recommendations made by the consultant, it was proposed that any information system established should be compatible with that being developed within the EUDISED programme, and that advantage should be taken of the preliminary studies and experiments already carried out by EUDISED.

In January 1976 the International Organization for Standardization, together with UNESCO, the International Federation of Library Associations and the International Film and Television Council, sponsored an International Symposium on the Cataloguing, Coding and Statistics of Audio-Visual Materials. The Council was invited to send its representative on the EUDISED Bureau to the meeting to summarize the technical studies carried out by EUDISED.

A further meeting was arranged by the International Organization for Standardization in May 1976 of an *ad hoc* group to recommend international terminologies and definitions for audio-visual materials. As a result of this meeting, the Council has organized a preliminary British meeting to gather representative national opinion and to report back to the *ad hoc* group.

II
EDUCATIONAL TECHNOLOGY IN A TIME OF ECONOMIC STRINGENCY

II EDUCATIONAL TECHNOLOGY IN A TIME OF ECONOMIC STRINGENCY: A STATEMENT BY THE COUNCIL FOR EDUCATIONAL TECHNOLOGY FOR THE UNITED KINGDOM. FEBRUARY 1976

The future prospects for education and training in the United Kingdom can be set out very simply and briefly. Over the next few years the gross national product may well decline: it will certainly not grow by more than a very small percentage. There will be strong pressures on Government, national and local, to hold down or reduce spending. Spending on general education will be severely restricted; at best held down to current levels, at worst suffering a cut in real terms. Efforts to counter unemployment will probably lead to increased spending on training for employment, but even here the expenditure will be small in relation to the total education and training budget.

In such a climate there are always voices urging everyone concerned with the education services to batten down the hatches and ride it out, to keep their heads down and hope the storm will blow over. But this is the wrong attitude, and one which the Council for Educational Technology in particular cannot accept. Educational technology can play a significant part in improving the quality of the educational service in helping to provide growth and development by the better utilisation of resources currently available.

Too often in the past educational technology – or what many people think of as educational technology – has been an add-on cost; something extra (such as closed circuit television) which adds to the resources backing the existing teaching process but provides no offsetting reductions in other costs. But this is to take

too narrow a view. Educational technology in its wider sense – the whole range of skills and techniques which can now be deployed to achieve specified aims – is a way of improving the efficiency or effectiveness of education. A marginal redistribution of finance, particularly towards investment in retraining staff to enable them to make further use of existing resources and facilities, can be highly cost-effective.

In the present situation, there are two features which change the context in which we must consider the educational technology contribution. The first is that educational budgets preclude a large increase in the total number of teachers and trainers as a way of improving the availability or quality of education. Instead, we must look to changes in the training and role of the teacher which may make it possible for him to deploy his skills more effectively and apply them more widely, and to the more effective use of support staff and services.

The second change is related. It may not be realistic in present conditions to talk in terms of large sums of money being 'invested' in educational technology. The realistic question is, 'Given cash limits, the present teachers and trainers, and the equipment and materials we have, how can we best do the job?.

To think of educational technology in terms of machines and materials, to think of the alternative use of resources as only involving the 'liberation' of equipment currently under-used, is to miss the real opportunity. The various technologies of education, different ways of teaching and learning, can only be applied effectively if they are applied as a result of a re-appraisal of the whole process; educational technology should be associated with curriculum review and with the organization of the

institution in what could well be described as 'educational development'. When teachers are treated as the most important and flexible resource, alongside the support staff, the equipment and the materials they need, the way is open for significant development, and particularly for a re-appraisal of how these resources are currently used, and how they might best be used to meet the needs of the students. The technologies exist to serve educational aims; the starting point is a willingness to examine and define educational aims and then to look at the different ways in which those aims can be achieved. Hence, the process of systematic course design, development and evaluation is fundamental to the proper exploitation of new techniques.

The Council's current programme has three main lines of action:

(i) helping policy-makers to take better-informed decisions on matters involving educational technology

(ii) a training support activity covering pre- and in-service training, so that teachers at all levels are better able to select the most appropriate means of achieving their ends

(iii) work related to managing and utilising resources and to removing practical obstacles to innovation.

These are being developed with special regard to the needs of the present time: in particular, a programme offering assistance to local authorities investigating the possibilities of re-deploying their resources is in hand. The further education sector, concerned as it is with education and training for employment, is identified as one area where there will be more demand and maybe more resources available, though the resources are unlikely to match the demand. There is already national discussion going forward on the concept variously described as 'Analogues of the

Open University' and the 'Open College': the Council has accepted that it has a major contribution to make to this discussion. The Council sees two separate areas of need: in respect of the provision for 16 to 19-year-olds it welcomes the initiative of the Department of Education and Science in calling a conference; in respect of the needs of the motivated adult, the Council sees an opportunity for a wide-ranging development based on welding the further education facilities into a national network available to students everywhere, and is itself calling a conference in the near future at which this possibility can be discussed.

The reorganization of the Council in 1973 made it representative of a wide range of interests. This ensures that the views of those interests are heard in the Council; it also offers a channel through which the Council can urge on those interests the steps they should take to meet the present crisis.

The Government, through its education departments, has a large part to play, and the Council needs close liaison with the elements in the education departments responsible for the various aspects and sectors of the system.

In particular H M Inspectorate has a vital role; it needs to be informed continuously on the activities of the Council and other relevant bodies, and on the potential contribution of educational technology to the subjects and sectors for which individually the inspectors are responsible. As consultants and advisers to education authorities and institutions, they have a particular opportunity to offer guidance on the application of educational technology in respect of current problems and to advise on sources of specialized guidance.

The broadcasters and the Open University should continue and expand their activities in the up-dating of teachers and trainers in the concepts and techniques of curriculum development and educational technology. This is especially important in a period when opportunities for more direct training are being limited and when the contribution of the broadcasters and of the Open University is therefore of increased significance. If these activities could be coordinated over a period of time with the training approaches and methods being evolved by the Council and in particular if recordings of radio and television training programmes could be made available without undue restrictions, they would make a very valuable contribution.

The Training Services Agency, in the interests of training for employment, should participate fully in the discussions of the 'Open College' concept, and should consider whether its terms of reference would allow it to contribute to the essential planning work.

The local authority organisations are invited to commend this document to their members, and to point out to them the importance of a strong advisory service in educational technology at the present time. We hope that all education authorities will have within their advisory services effective provision for advice on educational technology as a means of encouraging its effective application in all their schools and colleges.

Those local authorities which are finding it difficult to maintain opportunities for in-service training, should seek to encourage secondments and other opportunities available for training in educational technology, both in general and in application to particular subjects.

In particular, it is important that the limited number of teachers who could take the various longer courses in educational technology should receive secondment for this purpose. These provide key personnel for appointment as advisers, trainers and for setting up and running major resource organizations.

Authorities and individual schools and colleges should, as a first step towards re-deploying their resources, make sure they know what they already possess, in terms of both equipment and material, and that it is readily available for use. They should take full advantage of the advisory and support services provided by the National Committee for Audio-Visual Aids in Education, the Scottish Council for Educational Technology, the Northern Ireland Committee for Educational Technology, and by the various specialist bodies about which the Council can provide information.

We commend the study of this document to the teachers' organisations and urge them to expound the implications of changes in the approach to teaching and learning in terms of the enrichment of the educational experience and the widening of horizons for both teacher and student. Improvements in efficiency and effectiveness offer both the opportunity for maintaining, in difficult times, the quality of the experience offered to the student, and also the challenge of new possibilities. The impact of educational technology, far from leading to a diminution in the teacher's role, offers him the opportunity of a higher level of professionalism, involving extended responsibility for the direction and application, in accordance with his educational judgement, of resources and support staff.

The curriculum development agencies, as they review their programmes in the light of the current economic pressure, should ensure that their staff and all those involved are fully informed on the potential contribution of educational technology, and that it is applied wherever practicable, both in the schemes they produce and in the dissemination and teacher-training aspects of their work.

We would reiterate the importance of curriculum renewal, course development and course evaluation as the key to the re-deployment of resources. This is a process which, operating in the schools and colleges themselves, or in teachers' centres and area training institutions of one sort or another, can lead to redefinition of what needs doing and reappraisals of what resources already exist, and of how they can be used.

Changes of this nature have implications for the management of the institutions; they underline the need for headteachers, principals, and others in controlling positions to be concerned with innovations, to be prepared where necessary to change their own outlooks and methods, to make the radical management changes which may be necessary if educational reappraisal and the consequent improvements in methods are to be carried through.

If those to whom the Council addresses these advices act upon them, while the Council uses its best endeavours to develop its own programme, this will still only be a beginning. But it will be a move in the right direction. No growth need not mean stagnation; it calls for the application of energy and ingenuity. The resources may be static, the demands are not; and it is our task to match the resources to the demands. We must make full use of the equipment, people and materials that we already have.

III
RECEIPTS AND PAYMENTS ACCOUNTS

III COUNCIL FOR EDUCATIONAL TECHNOLOGY FOR THE UNITED KINGDOM RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED 31 MARCH 1976

	Receipts 1976 £	1975 £
General grants received		
Department of Education and Science	254,710	182,489
Scottish Education Department	16,700	16,200
Department of Education, Northern Ireland	5,200	5,600
Interest received (gross)	315	440
Management charge - Computer Assisted Learning Project	4,000	4,000
Publications, royalties and other sales	12,695	17,388
Miscellaneous receipts	203	40
	293,823	226,157
Grants received for special projects		
Continuing Mathematics Project - various sources	26,936	50,918
- interest thereon	3,900	5,054
Primary Extension Project - Bernard van Leer Foundation	18,060	13,400
- interest thereon	564	478
Post Office Long Range Project	–	4,932
	49,460	74,782
Department of Education and Science - contribution towards purchase of leasehold premises	80,000	–
	423,283	300,939
Bank balances and cash at 1 April 1975/1 April 1974	15,647	948
	£438,930	£301,887

	Payments	
	1976	1975
	£	£
CET activities	85.403	47,286
Accommodation	24,696	17,048
Legal and professional	9,688	3,156
Salaries	115,058	79,891
Travel and subsistence		
- non-staff	9,295	7,604
- staff	3,598	3,055
Stationery, books and subscriptions	4,216	3,380
Postage and telephone	6,655	4,994
Staff training and recruitment	4,234	4,572
Auditors' remuneration	464	330
Duplicating	4,119	2,868
Costs of publications and other sales	23,832	26,411
Promotion	12,492	8,437
Capital expenditure on office equipment and fittings	4,941	2,426
	308,691	211,458
Transfers to special projects	49,460	74,782
Payment towards purchase of leasehold premises	80,000	–
	438,151	286,240
Bank balances and cash at 31 March 1976/31 March 1975	779	15,647
	£438,930	£301,887

IV
MEMBERSHIP OF COUNCIL, COMMITTEES, STEERING COMMITTEES, WORKING GROUPS AND STAFF

IV MEMBERSHIP OF COUNCIL, COMMITTEES, STEERING COMMITTEES, WORKING GROUPS AND STAFF

COUNCIL

Alphabetical List of Members by Organization

Mr F J Hill, CBE *(Chairman)*

Association of County Councils

Mr F Hallworth
Mr J G Owen

Association of Education Committees

Lord Alexander
Mr T Taylor, CBE, JP

Association of Metropolitan Authorities

Mr P J Lee
Mr E D G Robinson

Association of Principals of Colleges

Mr W A G Easton

Association of University Teachers

Professor L R B Elton

British Broadcasting Corporation

Mr D Grattan

Committee of Directors of Polytechnics

Mr D P Bethel

Committee of Vice Chancellors and Principals

Professor J Black
Professor J B Jepson
Dr H Kay
Mr R C MacLean

Educational Foundation for Visual Aids

Mr G C Marchant

Headmasters Conference

Mr J A Boyes

Incorporated Association of Assistant Masters

Mr A W S Hutchings, CBE

Incorporated Association of Assistant Mistresses

Miss S D Wood, CBE

Independent Broadcasting Authority

Mr B Groombridge

Industrial Council for Educational and Training Technology

Mr H A Randall
Mr R P Watson

Industrial Training

Mr P Haxby
Mr G J Morris
Mr P Rosenfeld

Inner London Education Authority

Dr E W H Briault, CBE

Jointly for the Incorporated Association of Headmasters and the Incorporated Association of Headmistresses

Mr W E Egner, CBE, JP

National Association of Head Teachers

Mr A Pendlebury-Green

National Association of Schoolmasters/Union of Women Teachers

Mr M Calvert
Mr D L Davies

National Association of Teachers in Further and Higher Education

Mr D J Harris
Mr J W Mansell
Dr H J Peake

National Institute of Adult Education

Mr B Cairns

National Union of Teachers

Mr A Bassett
Mr C B Johnson
Mr D N McAvoy
Mr D I Morgan
Mr C L West

Nominated by the Secretaries of State

Mr J H Embling, OBE
Dr B J Enright
Sir Brynmor Jones
Mr J S Meldrum
Mrs E Rowlands
Miss A Shrubsole

Open University

Professor D G Hawkridge

Schools and Further Education, Northern Ireland

Dr W F K Kerr

Schools and Further Education, Scotland

Mr J Forrester
Mr A I MacNab
Mr N MacNicol
Mr G Paton

Scottish Council for Educational Technology

Mr R B Macluskie

Welsh Joint Education Committee

Mr J H Davies

Ex-officio

Mr M J Gifford

Alphabetical List of Assessors (by Department)

Civil Service Department

Mr G T Morgan

Department of Education and Science

Mr B L Baish
Mr M Edmundson, HMI
Mr B C Peatey (till January 1976)
Mr A E D Chamier (from January 1976)

Department of Education for Northern Ireland

Mr N Morrison, HMI

Department of Health and Social Security

Mr T T Payne

Department of Industry

Mr B R Taylor

Manpower Services Commission

Mr J Wiltshire

Ministry of Defence

Air Vice Marshal A D Button, CB, OBE, (till March 1976)
Air Commodore H A Probert, MBE (from March 1976)

Schools Council

Mr J M Harrison (till April 1976)
Mr M Plaskow (from April 1976)

Scottish Education Department

Mr J G Morris, HMCI

University Grants Committee

Mrs E W Cahan (till December 1975)
Miss M J Darby (from December 1975)

Welsh Education Office

Mr G Evans, HMI

EXECUTIVE COMMITTEE

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Mr M Calvert	
Mr J H Davies	Mr I C Jones *(observer)*
Mr W E Egner	Mr A W S Hutchings *(alt.)*
Professor L R B Elton	Professor J B Jepson *(alt.)*
Mr J H Embling	
Mr D Grattan	Mr B Groombridge *(alt.)*
Mr F Hallworth	Mr J G Owen *(alternate)*
Mr P Haxby	Mr G J Morris *(alternate)*
Dr W F K Kerr	
Mr D N McAvoy	Mr A Bassett *(alternate)*
Mr J W Mansell	Mr W A G Easton *(alt.)*
Mr G C Marchant	
Mr G Paton	Mr R B Macluskie *(alt.)*
Dr H J Peake	
Mr A Pendlebury-Green	
Mr H A Randall	Mr R P Watson *(alternate)*
Mr E D G Robinson	

Mr M J Gifford *(co-opted as Chairman of Sector Requirements Committee)*

SECTOR REQUIREMENTS COMMITTEE

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*Mr D L Davies
*Mr B Groombridge
*Mr F Hallworth
*Mr D J Harris
*Mr A W S Hutchings
*Mr D McAvoy
*Mr R C MacLean
*Mr R B Macluskie
*Mr G Paton
Mr M Plaskow
*Mr H A Randall
Mr M Roebuck
*Mr P Rosenfeld
Mr C C Roxburgh
*Miss A Shrubsole
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Commander J G Davies
Mr I J Halliday
Mr M L MacKenzie
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*Mr J S Meldrum
*Mr A Pendlebury-Green
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*Member of Council

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*Mr J A Boyes
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Mr J E B Dawson, HMI
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Mr D S Kerr
Mr J O Murphy
Mrs A Parsons
Mr K Reid
Mr R A H Richards
Miss J P Turner

Headteachers Guidelines Drafting Group

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Mr J E B Dawson, HMI
*Mr W E Egner
Mr D S Kerr

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Mr T C Davies
Mr F Flower
Mr R Freeman
Miss N McIntosh
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Mr P McNaught *(Chairman* from 1.9.76)

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Mr R H P Lewer	Mr L E Page
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Study Group on Non-Book Materials in Librarianship Education

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Mr E M Broome	Mr P R Lewis
Mr W Caldwell	Mr L E Page
Dr T Cannon	Mr I D Sidgreaves
Mr E Cooper	Mr A J Wade
Mr D E Davinson	Mr C A Waite
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Mr J Clarke
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*Member of Council

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Mr M Hacker
Mr R D Holgate
Mr D Poole
Mr B Sheppard
Mr B R Webster

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Group Capt A G Duguid
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Dr M Eraut
Professor K Keohane
Mr R E Lygo
Mr A Owen
Mr D Quadling
Miss B Rowe
Mr J W B Ruffle
Professor J F Scott
Mr S Steadman

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L Nudd
S Sheahan
S V Simmons
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S Windley

V
REGISTER OF PARTICIPATING BODIES

V REGISTER OF PARTICIPATING BODIES

Section 1: National Bodies

National Committee for Audio Visual Aids in Education
Northern Ireland Committee for Educational Technology
Scottish Council for Educational Technology

Section 2: Organizations Nominating Members to Council

Association of Assistant Masters
Association of Assistant Mistresses
Association of County Councils
Association of Education Committees
Association of Headmasters
Association of Headmistresses
Association of Metropolitan Authorities
Association of Principals of Colleges
Association of University Teachers
British Broadcasting Corporation
Committee of Directors of Polytechnics
Committee of Vice Chancellors and Principals
Educational Foundation for Visual Aids
Headmasters Conference
Independent Broadcasting Authority
Industrial Council for Educational and Training Technology
Inner London Education Authority
National Association of Head Teachers
National Association of Schoolmasters/Union of Women Teachers
National Association of Teachers in Further and Higher Education
National Union of Teachers
Open University
Welsh Joint Education Committee

Section 3: Organizations Accepted by the Council as Participating Bodies

Agricultural Training Board
Air Transport and Travel Industry Training Board
Aslib Audiovisual Group
Association of Agricultural Education Staffs
Association of Colleges for Further and Higher Education
Association for Programmed Learning and Educational Technology
British Life Assurance Trust Centre for Health and Medical Education
British Association for Commercial and Industrial Education
British Educational Equipment Association
British Gas Corporation, Education and Training Department
British Universities Film Council
Carpet Industry Training Board
Central Committee of Teachers Visual Aids Groups
Central Council of Advisers in Audiovisual Education
Centre for Information on the Teaching of English
Christian Education Movement
Civil Service Department
Communication Advertising and Marketing Education Foundation
Construction Industry Training Board
Economics Association
Educational Institute of Scotland
Electricity Supply Industry Training Committee
Food, Drink and Tobacco Industry Training Board
Footwear, Leather and Fur Skin Industry Training Board
Foundry Industry Training Committee
Geographical Association
Headteachers Association of Scotland
Hotel and Catering Industry Training Board
Institute of Data Processing

Institute of Medical and Biological Illustration
Institute of Personnel Management
Institution of Training Officers
Iron and Steel Industry Training Board
Joint Services Committee for Educational Technology
Library Association
Local Government Training Board
Man-made Fibres Producing Industry Training Board
Medical Recording Service Foundation
Merchant Navy Training Board
National Council for Special Education
National Educational Closed-Circuit Television Association
National Institute of Adult Education
National Inter-College Committee on Educational Technology
Network of Programmed Learning Centres
Paper and Paper Products Industry Training Board
Road Transport Industry Training Board
School Broadcasting Council for the United Kingdom
Schools Council for Curriculum and Examinations
Scottish Association of Educational Technology Advisers
Scottish Business Education Council
Scottish Centre for Mathematics, Science and Technical Education
Scottish Council for Research in Education
Scottish Field Studies Association
Scottish Institute of Adult Education
Scottish Library Association
Service Children's Education Authority
Society for Academic Gaming and Simulation in Education and Training
Standing Conference on Educational Development Services in Polytechnics
Technician Education Council
Training Services Agency

UCAC (National Association of the Teachers of Wales)
Workers Educational Association

APPENDIX A

REPORT OF A CONFERENCE ON OPEN LEARNING SYSTEMS FOR MATURE STUDENTS

A. OPEN LEARNING SYSTEMS FOR MATURE STUDENTS

Report of a Conference held by the Council for Educational Technology on 7 April 1976, at 3 Devonshire Street, London W1N 2BA

Introduction

The conference was convened by the CET to explore the needs and strength of the case for developing open learning systems for mature students wishing to follow non degree courses. It was attended by some 50 delegates whose names and organizations are appended to this report.

Resumé of the programme

Mr F J Hill, Chairman of the CET and Chief Education Officer for Suffolk, introduced and chaired the Conference.

The morning session

1 Mr Gerald Fowler MP, Minister of State for Education and Science, gave the opening address.

2 Mr G Hubbard, Director of the CET, spoke on the subject 'Is there a Need for Open Learning Systems?'.

3 Mr R D Freeman, Educational Director, National Extension College, spoke on 'The Current Provision'.

Papers by Mr Hubbard and Mr Freeman had been circulated prior to the event and both speakers amplified the facts and ideas put forward in them. Brief discussion followed each presentation.

The afternoon session

Dr E W H Briault, Chairman of the CET Steering Committee for Innovation and Development and Education Officer, ILEA, summarized the main points arising out of the preceding presentations. Participants were then invited to contribute to a plenary session which was concluded by discussion of forward action.

Report of proceedings

The Chairman's introduction

The Chairman welcomed speakers and participants to the Conference. He explained that the CET was concerned with encouraging, promoting and developing appropriate new teaching and learning techniques, of which open learning systems constituted one. By the end of the day he hoped there would be a clear awareness amongst participants of the implications of the term'open learning systems', of the precise nature of the different target audiences whose needs might be met by open learning systems; and the reasons for CET's concern with mature students. Above all, he hoped the Conference would explore whether there was a genuine need for open learning systems and if there was, consider what might be done to meet it.

OPENING ADDRESS

Mr G Fowler, MP

The Minister remarked that there were so many different ideas for developing open learning systems nowadays that there was a danger either of nothing happening at all or of what did happen being totally uncoordinated. 'It is clear enough that your own Council has a major role to play in seeking to steer

and coordinate some of the discussion about possible such systems.'

He attributed the success of the Open University as one reason for the development of discussion about open learning systems. There were many lessons that the Open University could offer us, the four major ones being:

(1) that a wide range of mature people could attain a high terminal level of educational qualification, irrespective of their initial or entrance level of qualification

(2) that high educational standards and learning achievements were possible in a system that used a variable mix of printed material

(3) that high quality teaching and learning materials could be achieved by a process of collaborative development – the Open University course team concept

(4) that there could be considerable financial economies in such a system as compared with the cost of making education to the same level available to the same number of students by traditional teaching methods.

Mr Fowler listed the different categories of people whose non-degree needs might be met by open learning systems.

So diverse were the needs and the potential target audience that it would be quite wrong to think that one merely needed to 'develop a similar system (to the Open University) grossed-up'. If this was what some people meant by an 'Open College' then he was not in favour of it for a variety of reasons, but above all, because it would fail to utilise resources that already existed in educational and other establishments.

He did feel however, that there might be a place for the central production of some learning materials/ resources and valued the emphasis that the Open University Venables Committee Interim Report had placed on a Learning Materials Production Centre. Materials for non-degree courses would need to be flexible in use and design. He did not believe that a Centre should 'seek so to combine the materials it produces in specific packages that it also becomes a teaching centre . . . (that is) . . . determines the totality of what is taught and learnt'. Materials for open learning systems should be learner-centred rather than teacher-centred – 'the role of the teacher is very much more that of a guide and counsellor'. It was also imperative that a means, more sophisticated than at present, should be developed to evaluate the student's previous experience and to assess his potential.

In conclusion the Minister envisaged a place, for example, for the national broadcasting networks in an open learning system to make the potential learner aware of what was available to him and to help him gain confidence in his ability to learn, but beyond this he thought the learning should be locally based. He emphasised that mature study must be participatory and infinitely flexible, thus reiterating 'the undesirability of a single national monolithic organization of mature learning', and he reminded the Conference of the need 'to combine maximum economy with maximum availability and flexibility'.

IS THERE A NEED FOR OPEN LEARNING SYSTEMS?

Mr G Hubbard

The purpose of Mr Hubbard's presentation was to define the question: it was for participants to

answer. He suggested that the word 'open' should be used to mean 'accessible to students' and 'open to new ideas'. However, it was first of all necessary to recognize that in the field of non-degree studies a very wide range of interests already existed which were concerned with qualifications, validation and entry requirements. The students with whom the Conference was concerned were aiming to achieve these recognized qualifications, which in many cases had set entry requirements. Hence the system might not be able to follow the Open University pattern of being open as to entry.

Mr Hubbard put forward reasons for concentrating on the vocational requirements of the mature, motivated student – the re-entrant rather than the 16 to 19-year-old group or the informal, adult learner, as follows.

(a) The needs of the different categories which might be met by open learning systems were so diverse, that it would be impracticable and probably unproductive to tackle them all simultaneously, though whatever might be developed to meet the needs of one group would undoubtedly be of relevance to others.

(b) Any system involving extensive independent study made heavy demands upon the students. High motivation was therefore crucial.

If there was a need for open learning systems it might be met in any number of ways, but two essential considerations to bear in mind were:
(i) the example set by the Open University; and
(ii) the existing further/higher education system.

(i) In addition to the lessons one might learn from the Open University which the Minister had already outlined (see above), use should be made of the Open University's experience and understanding of

course design, together with its highly developed skills and techniques in handling students and monitoring the system.

(ii) An open learning system should be centred on the existing futher and higher education system, as most students in the UK were within reach of some sort of college. Although an extensive range of courses was currently available from such institutions when viewed globally, the course required by an individual might not be offered at his local centre.

In his paper, therefore, Mr Hubbard had suggested collaboration between those already running courses, to provide an 'exportable' course, making use for this purpose of existing production facilities. He envisaged that course development teams could be established by bringing together those who had already been teaching the courses in question at colleges which had distinguised themselves in a particular field.

'Exportable' courses might comprise a set of support materials and units which offered a range of possibilities to local colleges in the way in which they interpreted and applied them to students, depending on the facilities and specialist tuition they could provide. The local tutor would need to adjust to a new role, with a strong emphasis on helping the student develop his learning skills rather than on conveying knowledge.

Mr Hubbard hoped the Conference would not only consider the possibilities of this model, but would also suggest others. It was important to look for patterns of provision which could be initiated on a small scale, without requiring the creation at the outset of a complete national network.

THE CURRENT PROVISION

Mr R D Freeman

By way of introduction and in response to the previous speaker, Mr Freeman stated his belief that the need for open learning systems could not be established merely by assessing over- or under-subscribed courses. If an educational system was planned on this basis, neither the Open University, the National Extension College nor the Adult Literacy Resource Agency, to name but a few, would have been established. He thought that the needs were not patently obvious either to educators or even to the students themselves.

Leading on to the current provision, Mr Freeman thought that the existing education system was neither very effective nor efficient in terms of cost. Whilst the rate of learning was high in nursery and primary education, it did not seem to continue beyond this level, particularly in secondary education where the characteristics of inquisitiveness and the exploring personality were either being inhibited or simply not developed.

There were three main drawbacks to the existing system:

(i) heavy emphasis on *compulsion* in education

(ii) provision on a 'one-shot' principle which gave 'inoculation' from 5 - 16 and no 'booster' for the rest of one's life: the emphasis seemed to be on *preparing* for life rather than on the present

(iii) too much emphasis was placed on face-to-face teaching which resulted in the teacher being placed between the student and the knowledge.

He thought that these drawbacks might be overcome by an open learning system, as follows:

(i) the student would be free to choose whether or not to take a particular course – he would have a *choice of curriculum*

(ii) he would be free to choose *when* he took a particular course, and whether it should be on a full or part-time basis

(iii) in theory the teacher currently stood between the student and knowledge; in an open system he would work alongside the student, helping, counselling, guiding and, at the request of the student, teaching him.

Mr Freeman thought one might say there was therefore a need for open methods in all levels of education.

5 He continued by categorizing four main groups of mature students for whom non-degree courses might be provided through an open system and at the same time summarized the extent of current provisions for them. The four main categories whose needs were not thought to be adequately met by current provision were:

(i) adults who were never involved in any kind of education, either formal or informal

(ii) people working unsocial hours; the handicapped, and those with domestic ties

(iii) the 'specialists' who found that their local institutions did not offer the courses they wished to take

(iv) people who enrolled on courses which were discontinued because original enrolment expectations were not realized.

These examples were not definitive, but indicated that the scale of needs was extensive. Furthermore, the needs of these categories could probably only be met by as many different models of open learning systems.

6 In Mr Freeman's opinion, open learning systems could not operate unless the following criteria were met:

(i) there must be extensive and extended cooperation between colleges and flexibility on the part of the teacher

(ii) curriculum development must be properly provided for

(iii) a vast bank of materials would need to be developed together with new methods of disseminating them

(iv) an acceptable accreditation scheme would need to be devised

(v) a counselling system would be required.

In conclusion, Mr Freeman emphasised the need for a central body *(not* a *controlling* body) to consider how open learning systems might best operate and be established; to develop new curricula; to make materials and to offer training facilities to local colleges, until such time as the system had been integrated into the existing network when it could continue without central support.

INTRODUCTION TO THE AFTERNOON DISCUSSION

Dr E W H Briault

Dr Briault briefly summarized the morning's business. He remarked that the Conference had so far omitted consideration of the practical

feasibility of establishing open learning systems in a period of financial stringency. He stressed that local education authorities were unlikely to invest scarce resources in establishing open learning systems unless convinced that there was a need which rated high in the order of priorities.

He suggested that discussion should centre on the needs of motivated mature students, and reiterated the arguments put forward by earlier speakers as to why the target audience should be concentrated thus. Furthermore, he believed the Conference should confine itself to those motivated mature students who were concerned with the furtherance of their careers. It was perhaps somewhat idealistic to ask for the establishment of a curriculum development group to invent new courses; rather, full use should be made of existing qualifications and the bodies that validated them.

If there was reason to believe that motivated, mature students were unable to follow existing courses leading to qualifications, Dr Briault suggested that a feasibility study was required to examine the various aspects of the problem.

If, bearing in mind financial and other constraints, a need was thought to exist, consideration should be given to the sorts of arrangements which might be developed to meet needs more widely than at present. These arrangements should enable existing further education colleges to add courses to their prospectuses that they did not at present provide, by using learning resources created elsewhere.

He therefore thought that the key to open learning systems was to provide the base for a course in a subject in which colleges, etc, had no expert or

specialist staff. One would need to discover whether these learning resources (which were not dependent on face-to-face teaching by the specialist) were already in existence or whether there were people ready to create them. If not, it would be necessary to consider whether they should be created at a national level.

DISCUSSION SESSION

Participants commented on the presentations, outlined the concerns of their organizations, and spoke on schemes which were under way or being developed which might complement and assist further exploration.

Points raised by participants during the discussion sessions included the following.

Open learning systems should not be regarded as alternatives to the existing structure, but as an integral part of it, by which means all courses might ultimately employ both the usual teaching methods and part of the open system.

Open learning systems might apply to the 16 - 19 age group as well as to mature students but it was unlikely that any single scheme of operation would be appropriate for both categories.

It was thought that the capacity to produce materials existed in the further and higher education sectors but the framework in which lecturers currently worked might restrict the collaboration essential to Mr Hubbard's model.

Open learning systems should not only be open to students, but should apply also to the training of staff in the ways that open learning systems materials might best be utilised.

It was essential for teachers operating in an open learning system to be properly qualified and capable

of handling the feedback and counselling requirements of students of widely differing ability. The teacher would be the key factor in the successful operation and integration of an open learning system.

It was essential for any open learning system to be based upon existing institutions and to make use of existing facilities, expertise and validating mechanisms. As well as involving the existing further and higher education network, the examples and facilities of other providing bodies such as the broadcasting networks, correspondence institutions and the Open University should be used.

It would be essential to define the educational objectives to be met by an open learning system before it could be operated with any degree of success.

FORWARD ACTION

Whilst it was not possible to specify the precise nature of the need for open learning systems, it was agreed that there probably was sufficient *a priori* evidence of a need to constitute a good case for exploring the various issues further. The Conference (therefore) invited CET to set up a small Working Group:

(i) to ascertain the nature and extent of the need

(ii) to survey and document the strengths and weaknesses of existing provision

(iii) to study open learning system schemes that were already in existence or being developed

(iv) to ascertain current and potential constraints to the development of open learning systems; such as those outlined in F Flower's article 'A Further Education College Looks at the Open University' in *Teaching*

at a Distance Issue No 2 (1975).

(v) to devise a framework or model for an open learning system

(vi) to test the model in a small area

(vii) to consider the application of the model to other areas.

Several participants offered the support and assistance of their organizations to any activity that the CET might undertake in the area. Some organizations were currently active in the field and their offers to supply the CET with feedback when it became available were gratefully accepted.

The Conference thought that, if possible, it would be desirable for CET to publish some initial findings to coincide with the Final Report of the Open University Committee on Continuing Education (the Venables Committee) in December.

LIST OF SPEAKERS AND PARTICIPANTS

Chairman

Mr F J Hill	Chairman of Council for Educational Technology; Chief Education Officer, Suffolk

Speakers

Dr E W H Briault	Chairman of Council for Educational Technology Steering Committee for Innovation and Development; Education Officer ILEA
Mr G Fowler	Minister of State, Department of Education and Science
Mr R D Freeman	Educational Director, National Extension College

Mr G Hubbard	Director, Council for Educational Technology
Participants	*Representing Body*
Lord Alexander	Association of Education Committees
Mrs C Bailey	Trades Union Congress
Mr A Bassett	National Union of Teachers
Dr D E Billing	Council for National Academic Awards
Mr R H Bird	Department of Education and Science
Mr J Brosgall	Council for the Accreditation of Correspondence Colleges
Mr B Cairns	National Institute for Adult Education
Mr J Chadderton	Business Education Council
Mr S Dalziel	Training Services Agency
Mr J H Davies	Welsh Joint Education Committee
Mr J F Duke	Middlesex Polytechnic
Mr W A G Easton	Association of Principals in Colleges
Mr J H Embling	Member of the Council for Educational Technology
Mr F Fidgeon	Technician Education Council
Mr F Flower	Association of Colleges for Further and Higher Education
Mr M J Gifford	Member of the Council for Educational Technology
Mr L A Gilbert	Assistant Director, Council for Educational Technology

Mr D Grattan	British Broadcasting Corporation
Mr R J Gray	Association for Adult Education
Mr B Groombridge	Independent Broadcasting Authority
Mr C T Halloran	National Extension College
Mr B H Henson	City and Guilds of London Institute
Mr H K Hickling	Royal Society of Arts
Mr R Hooper	Director, National Development Programme in Computer Assisted Learning
Dr W F K Kerr	Northern Ireland Committee for Educational Technology
Dr A G Lehmann	Industrial Council for Educational and Training Technology
Mr N McIntosh	Open University
Mr N MacNicol	Further Education, Scotland
Mr J W Mansell	National Association of Teachers in Further and Higher Education
Miss E Milburn	Open University
Mrs J M Monaco	Administrative Assistant, Council for Educational Technology
Dr J R Moss	National Educational Closed Circuit Television Association
Mr J G Owen	Association of County Councils
Mr R Postgate	Principal Investigator, UNESCO and Ford Foundation Project on Open Learning Systems in Post Secondary Education

Mr G B Preston	Scottish Business Education Council
Air Commodore H A Probert	Ministry of Defence
Mr M Roebuck, HMI	Scotland
Mr E Sims, HMI	England and Wales
Mr G Viner	Workers Education Association
Miss R A Walker	Confederation of British Industry
Mr N E Willis	Assistant Director, Council for Educational Technology

APPENDIX B

RESPONSE TO THE INTERIM REPORT OF THE COMMITTEE ON CONTINUING EDUCATION OF THE OPEN UNIVERSITY

B. RESPONSE TO THE INTERIM REPORT OF THE COMMITTEE ON CONTINUING EDUCATION OF THE OPEN UNIVERSITY

The Council for Educational Technology welcomes the action of the Committee on Continuing Education of the Open University in publishing its interim report and inviting comment.

Rather than detailed commentary on the report, the Council wishes to offer some general observations on the continuing education and open learning systems, which, it hopes, will help to advance the debate.

Given the Committee's definition of 'continuing education', it is important to recognize that the extension of opportunities for continuing education is not necessarily wholly dependent on the development of open learning systems; an alternative would be the expansion of present institutions of further and higher education and the development of schemes offering financial support and incentives to adults. Equally, in discussing the motivation of students, it is important to appreciate that there is not a simple rank order from highly motivated to unmotivated. A person may have a great desire to learn, or to acquire a qualification, but be entirely frustrated from satisfying that desire by some particular limitation or obstacle. The adult non-readers drawn in by the Adult Literacy scheme are by no means unmotivated.

Moreover, as the Committee rightly emphasizes, the possible students are not a tidy homogeneous group. They cover a wide range of age, ability, and present educational attainment, and an equally wide range of family and other circumstances. Some have explicit needs for professional or vocational

training; some needs, in respect of social skills and personal development, may be far from explicit.

To treat this range of students and their needs as one leads only to confusion. It is far better to concentrate on more defined and homogeneous groups and needs, and to explore particular arrangements for satisfying them, while recognizing that each is a part of a wider spectrum, and there are no distinct boundaries.

The Council's interest is in the application of new learning methods, including the use of open or distant learning systems. We see such systems as characteristically providing materials – print, recorded sound and visual material, or transmitted radio and television or any combination of these – which enable the student to learn. The situation in which the student learns need not be one of isolation or complete independence, but may well, and with advantage, involve him in a group or with a teacher or tutor. The difference from the conventional situation is that the student has a greatly increased control over when and where he learns, since learning is not dependent on teacher-controlled classes and lectures. We do not see open learning systems as having, of necessity, to be designed for that student independence of educational institutions that characterizes the Open University degree courses; we welcome and endorse the Committee's stress on collaboration with other educational institutions and providers.

If this interpretation offers a wide variety of possible arrangements, involving different interrelationships of the further education institutions, the Open University, the broadcasters, commercial producers of materials, the correspondence education and adult education organizations, the situation has an added degree of complexity deriving from the

range of learners' aims. Some wish to acquire new skills and qualifications in order to advance their careers; some want to improve their personal and social effectiveness, perhaps by acquiring or developing basic skills, and others simply wish to learn because they enjoy learning.

With so many possibilities, we need to establish some priorities. If these are stated here somewhat categorically, this is only for the sake of simplicity; the case for and against can be argued.

(a) 16 to 19-year-olds are probably one of the least suitable groups to consider for open learning systems. They need a good deal of help in developing effective independent study methods and help in both educational and career counselling; the direct teaching approach probably gives the best setting in which they can get this help. There is, however, room for some rationalization of provision here and some local authorities are investigating schemes which would achieve this. These could involve open learning.

(b) The area of adult and informal education, including social and community education, is one which probably benefits most from the use of national and local broadcasting. The ability of the broadcasters to reach people in their own homes is particularly valuable in attempts to overcome social and educational disadvantage. The development by the broadcasters of series in which broadcasts are supported by activity in local groups and institutions is of great importance, and we hope it will continue and expand. Nor should this be seen as only relating to extreme disadvantage (eg the illiterate); it is just as relevant to other, less acute, causes of social insecurity and, as Michael Stephens' pamphlet on the 'Living Decisions' series shows, can play a valuable part in liberating the energies of those who were not disadvantaged in any

normal sense but were not developed to their full potential.

(c) There remains a substantial group who are possible candidates for an open learning system. These are the mature students (ie normally over 19) who have an unfulfilled need for further education and training, usually for a specific qualification. There is a wide range of qualifications, and hence courses, they wish to pursue, and the obstacle to their doing so is lack of availability; the course is not available at an institution they can reach or at times when they can attend. The present provision sets a threshold of convenience of access; our hypothesis is that reducing this threshold would bring in a substantial number of new students.

Our view is that such an extension of further education provision for the motivated adult student should, initially at least,

(a) be directed to the obtaining of currently accepted qualifications. We therefore would not follow the Committee in para. 53 of the interim report; while there is much to be done in improving the transferability of credits and qualifications, this does not seem to us to be a prerequisite of an open learning system, and the two aspects are best kept separate.

(b) It should be founded essentially on improving the availability and ultilization of the existing further education resources.

(c) It should make full use of the special skill and knowledge of the Open University.

Hence the emphasis of the interim report on collaborative and cooperative arrangements and on the possible contribution of the Open University is very welcome. However, the Committee, in the

interim report, seems to envisage the provision of courses on a nationwide basis, using centrally provided resources, and hence forming an analogue of (to use the Russell Report's phrase), or a parallel system to, the existing Open University. The Council has in mind, albeit at present only in outline, a rather different arrangement.

We start from a consideration of student need. We see the typical student as having a clear idea of what study he would like to undertake, being able to reach an institution of further or higher education but being frustrated because the course he wants is not available there at all, or not at times when he can attend.

The scheme we suggest would organize a collaboration among those currently providing a particular course to develop an 'exportable' version, which could be mediated to students by their local college. The local college would be responsible for enrolling, counselling and tutoring the student, for giving him help with learning problems, and for making arrangements for him to be entered for the appropriate examinations, while the course design team would provide the course content.

There are many difficulties in developing such a scheme even on the pilot scale which would be necessary to test the demand: the difficulties of organizing course design teams linking, possibly, a number of existing institutions; the problems of designing 'exportable' courses which are not necessarily, as Open University courses are, designed for the completely independent learner; the question of the role of the staff in the institution which is to mediate this course to the student and of their training in this role. Moreover, some of the administrative arrangements of further education might need to be modified to enable the

scheme to operate.

On the other hand, it could be initiated and tested on a restricted scale, involving only a few institutions and relatively small student numbers in the first instance. It need not necessarily make heavy demands on the national broadcasting networks for scarce air time, though it would doubtless involve the creation of broadcast-type material and could well call on their facilities. But there are also facilities in the educational and training systems capable of producing materials of a suitable standard.

What are the particular skills and knowledge of the Open University, which should be used in such a development?

First, the Open University has unique experience in the development and operation of course design teams. There is therefore a particular place for the Open University in training the staff in further education who wish to collaborate in course design in such schemes, and the staff who wish to participate as users of the courses and hence want help in adapting to their new role in relation to students. Such training might be provided as an Open University post-experience course.

Second, the Open University has experience and skills in dealing with students in less conventional arrangements, in assessment techniques, student services and student performance monitoring. The services the Open University has developed for its own purposes could be extended to contribute to any non-degree open learning arrangements.

Third, beyond (in time and probably in level) the studies and qualifications appropriate to the college-based open learning system, there will be other

requirements which fall clearly into the Open University post-graduate/post-experience course area, and we would see the Open University as the right body for providing this element in the overall provision. We would envisage this provision as growing out of, and extending to more advanced and specialized levels, the open learning potential developed in the further education system.

Fourth, the Open University's production facilities form an element, along with the facilities of the broadcasters, the commercial publishers and elsewhere in the education and training services, of the total capacity available. We welcome the Committee's suggestion that the Open University facilities might provide a Learning Resources Production Centre. We understand this to imply a Centre which works in association with the production facilities elsewhere in the education system, in the broadcasting organizations and in commerce. We see a great variety of arrangements which might link the course design teams drawn from the further education institutions with the production facilities they need, whether these be modest and local or highly developed and central, with the Open University Learning Resources Production Centre a key element.

The Council hopes to carry forward consideration of the need for such an extension of further education provision, and to set up some experiments or pilots. This will be based on full collaboration with existing further education institutions, with other interested agencies and with the Open University. The Council hopes these comments are of use to the Committee on Continuing Education, and would be happy to enlarge on them if required.

APPENDIX C

SUMMARY OF ORAL EVIDENCE GIVEN TO THE EDUCATION GROUP OF THE COMMITTEE ON THE FUTURE OF BROADCASTING

C. SUMMARY OF ORAL EVIDENCE GIVEN TO THE EDUCATION GROUP OF THE COMMITTEE ON THE FUTURE OF BROADCASTING (THE ANNAN COMMITTEE) ON 17 DECEMBER 1975

Dr Briault, Mr Embling, Mr Webster, Mr Gilbert and Mr Hubbard gave evidence to the Education Group (Mr John Pollock, Professor Hilde Himmelweit, Mrs H M Lawrence, Mr A Dewi Lewis and Mrs Charles Morrison) of the Annan Committee on Wednesday, 17 December 1975.

We stressed that educational broadcasting was essentially a major means of distributing a learning resource which would not otherwise be available, and an input into the classroom from outside the school.

Off-air reception was highly cost effective, especially when supported by recording equipment which gave flexibility in using the programmes.

Broadcasting was a resource for the whole community, and education was an essential element in a balanced provision; all channels should carry a proportion of educational material. Broadcasting should be seen to recognize and respond to the needs of minorities – in education this included the handicapped and deprived.

A single educational channel would become a ghetto, to its own detriment and that of the other channels. Without wider provision of recording facilities both in the home and the school, it would remove any possibility of choice.

A distinction between general vocational educational broadcasting (on a mainstream channel to catch the casual viewer) and specialist educational broadcasting

(to be carried on a special, relatively unpopular channel) was unrealistic and impracticable. What was very clear was the need for educational programmes at peak hours, when they were required to reach people in their homes outside working hours. These included specialist academic programmes for the Open University and adult and further education programmes.

We expounded on the proposal in the written evidence for a national educational communications body, and particularly on its function in developing links between the national broadcasting system and the programme-creating capacity in the educational system and the benefit to be derived from more participation in programme planning by those who used the resource in the classroom.

The body was seen as having primarily an advisory function, though with executive powers to allocate air time and to commission a limited part of the programme output as a means of encouraging the development of categories of programmes they thought desirable.

We emphasized that much more work needed to be done on the detailed operation of such a body, and that CET was a suitably representative body to do it. The funding of educational broadcasting from a variety of sources involved a risk that the funders might exercise pressure, but the central body, funded by Government grant, should monitor this.

APPENDIX D

CHAIRMAN'S LETTER COMMENTING ON THE WHITE PAPER 'OUR CHANGING DEMOCRACY: DEVOLUTION TO SCOTLAND AND WALES'

D LETTER FROM THE CHAIRMAN TO THE PERMANENT SECRETARY AT THE DEPARTMENT OF EDUCATION AND SCIENCE COMMENTING ON THE WHITE PAPER 'OUR CHANGING DEMOCRACY: DEVOLUTION TO SCOTLAND AND WALES'

To Sir William Pile, KGB, MBE, 1 March 1976

As I promised in my letter of 26 January 1976, I am now putting before you the views of the Council for Educational Technology for the United Kingdom on the Government's devolution proposals, in so far as they affect the Council and its work.

You will appreciate that the Council was set up in 1973, following a detailed consideration of the central arrangements for educational technology, by a widely representative committee under the chairmanship of Mr J A Hudson. That committee advised that the wider application of educational technology could best be encouraged by a representative central body covering the whole of the United Kingdom and all sectors of education and training, and the Council was created accordingly.

In this, the Hudson committee confirmed the experience of the former National Council for Educational Technology that new methods in teaching and learning were not limited in their application to any significant extent by the administrative differences between the educational systems of the countries of the United Kingdom, nor by the differences between the different sectors of education and training. The experience of the Council since then further underlines this view, the more so as the Council is essentially a developmental body and works in cooperation with the National Committee for Audio Visual Aids in Education which provided support services for the maintained sector in England and Wales, with the Scottish Council

for Educational Technology which has a developmental role, a promotional role and provides support services for education and training in Scotland, and the Northern Ireland Committee for Educational Technology. Thus, the bodies providing support services are organized nationally and have tailored their services to suit the educational system of the countries they cover, whereas the Council, as a development agency, finds great advantage in operating right across the United Kingdom.

Further, the presence on the Council of those in industry and the public service concerned with training for employment and of the armed services has enabled the Council to initiate a valuable and developing interchange of educational technology experience between vocational training and general education, which, by virtue of the Council's constitution, is able to draw on activities throughout the United Kingdom.

You will, I think, attach great importance to the fact that those members of the Council who are nominated by Scottish and Welsh interests are strongly in favour of the Council continuing to operate on a United Kingdom basis, and their view is shared by the Council as a whole; its work could only be hampered by a restriction of its remit, no part of the United Kingdom would gain thereby, and no benefit would be derived by any part of the education and training system.

We note that the Government's proposals do not make any specific recommendation in relation to bodies such as the Council which are currently organized on a United Kingdom basis, while making it clear that they may continue unchanged. We urge on the Government that this Council should so continue.

F J Hill *(Chairman)*